Today’s Class: Forster
“The Empire Strikes Back”

1. Hierarchies challenged by current reading
2. Brief Bio of Forster
   1. Religion as tool of conquest
   2. Homosexuality; fear of otherness in the self
   3. Wordplay of title
4. Class on Friday and reading questions

Remember: Optional revisions of Paper 1 are due Monday
### British Cultural Hierarchies

<table>
<thead>
<tr>
<th>Privileged; Govern</th>
<th>Suppressed; Governed</th>
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</thead>
<tbody>
<tr>
<td>- British / European</td>
<td>- Colonial subjects</td>
</tr>
<tr>
<td>- White</td>
<td>- Other races</td>
</tr>
<tr>
<td>- Christian</td>
<td>- Other religions (&quot;pagan&quot;)</td>
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<tr>
<td>- Men</td>
<td>- Women</td>
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<tr>
<td>- Heterosexuality</td>
<td>- Homosexuality</td>
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<tr>
<td>- Upper-class</td>
<td>- Lower-class</td>
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E. M. Forster (1879-1970)
“The Life to Come”
(w. 1922-1960s, p. 1972)

- the “idea” (Christianity) as the tool of British takeover
- hatred of homosexuality part of same hatred of otherness behind racism, colonialism
  - fear of finding that otherness in the self
  - need to keep hierarchies intact leads to repression of others and of the self
  - contrast between real Christian love and Paul’s hypocrisy

Vithobai reclaims his powers; repression of self and other under colonialism only leads to suffering and death.
Title: “The Life to Come”

1. Religious (afterlife, whether Christian or no)
2. Sexual (pun on “come”)
3. Historical (a hopeful future?)
Upcoming Class Schedule

• For section meetings Friday, read Orwell’s “Shooting an Elephant.” This essay will *only* be covered in sections.

• For Monday, read Waugh’s “The Man Who Liked Dickens.”

• If you want to revise your first paper, that revision is due Monday. Please see the assignment sheet for details. Note: the revision is due as a hardcopy *only.*
Reading Questions: Orwell and Waugh

• As you read, watch for allusions to Conrad’s *Heart of Darkness*.

• Each author spends time on his main character’s background. Think about why we need that information to understand the piece.

• Think about the relationship between Europeans and “natives” in these pieces. How is it like/unlike the story by Forster?